

Making Transition Work at Every Age

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The Transition Issues We Know Well

- Achieving Academic Proficiency
- Overcoming Social and Emotional Barriers to Learning
- Student Engagement
- Self Determination
- Transition across Levels
- Student Retention/ Drop Out Prevention
- High skills, sufficient to command individual futures
- Graduation with a Diploma
- Transition from HS to Post-Secondary and Employment
- Success for All Students

Key Questions

- Are these issues that originate in transition?
- Are these issues that can be addressed solely through transition?
- Are these issues being discussed beyond transition circles?
- Is transition represented in the larger discussions of these issues?
- Do we need to begin thinking about transition differently?

P-16/P-20: Cradle to College and Career

- Under IDEA, transition must formally begin by age 16
- Transition staff know transition starts long before
- All education is focused on a more complete look at how post-school success begins early and develops across the years

P-16/P20: Cradle to College and Career

- Regardless of the type of system a state or local community chooses, it is important to note that the goal is the same:
To create a system of education that links and coordinates each education level into a seamless system fundamentally guided by the principle that success in college begins in prekindergarten.
Education Commission of the States
- ECS reports that over 30 states now have P-16 initiatives

Envisioning a Pipeline



"If people begin to see the educational system as a single entity through which people move, they may begin to behave as if all of education were related."

*Harold Hodgkinson in
'All One System', 2000*

What Keeps Us from Seeing the Pipeline?

- Focus on our own immediate issues and needs
- Fragmentation across levels and content areas
- Divisions across general, special and technical education
- Ineffective articulation between secondary, post-secondary and employment
- Lack of relationships that undergird communication
- Insufficient opportunities to learn about levels that precede and follow our own
- Infrequent opportunities to track a goal attainment throughout the entire pipeline



Questions in the Pipeline Think/ Pair /Share

- Y/N** Do you know how the elementary schools in your district are doing academically?
Y/N Do you know what academic supports are available?
Y/N Do you know how the elementary schools in your district are doing behaviorally?
Y/N Do you know what behavioral supports and interventions are available?
Y/N Can you describe the process for transitioning students from one grade to the next?
Y/N Do you know the attendance rates for your elementary schools?
Y/N Do you know how needed supports and interventions are communicated across grades?
- Y/N** Do elementary and middle school teachers have the opportunity to talk about the data on student performance and student needs?
Y/N Is there a comprehensive transition process from elementary to middle school?
Y/N Do you know how the middle schools in your district are doing academically (test data and class performance)?
Y/N Do you know what academic interventions are available?
Y/N Do you know the suspension data for your middle schools?
Y/N Do you know what career education takes place in middle school?
Y/N Do you know the attendance rates for your middle schools?
- Y/N** Is there a comprehensive transition process from middle to high school?
Y/N Can you describe your school's approach to support in the ninth grade?
Y/N Do you have a picture of how many students are on track for accumulating graduation credit?
Y/N Do you have a picture of the career education and career assessment takes place in the HS years?
Y/N Do general education, special education and CTE teachers talk together about common goals and common responsibilities?
Y/N Do you know the drop out rate for your high school?
Y/N Do you know how your graduates are doing in post-secondary?
Y/N Do you know how your graduates are doing in employment?

How many 'Yes' responses did you have?
 18-22 15-18 11-15 Less than 11

P-16/P-20: Cradle to College and Career

Is Not...

- A law
- A mandate
- A monitoring requirement

Is...

- An idea
- A way to understand the investment in education for citizens and policymakers
- Promoted in a variety of ways including:
 - Governor's Initiatives
 - State Legislative Initiatives
 - Education Agency Initiatives
 - Labor Agency Initiatives
 - Business Leader Initiatives
 - Community Initiatives
- A persistently appealing and understandable concept against which all education strategies should be mapped

*'Next Steps for High Schools and School Systems,
in
'Using the Right Data to Determine if High
School Interventions Are Working to Prepare
Students for College and Careers'*

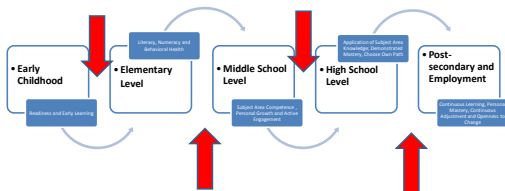
National High School Center, 2010

- Treat the problem of poorly prepared ninth-graders as a P-12 problem, not just a high school problem (Dougherty & Rutherford, 2010).
- Develop content and performance criteria in the elementary and middle school grades to identify the extent to which each student is on track to readiness for high school, college and careers.
- Emphasize the importance of accelerating students onto the "ramp to college and career readiness" in elementary and middle school.

National Initiatives

- National Governors Association (NGA) and The Council of Chief State School Officers (CCSSO) led the movement to Common Core State Standards. The Common Core are *College and Career Ready* standards
- American Association of School Administrators (AASA) is a key partner in *Ready by 21*, a lifespan look at successful transitions.
- The National Association of Secondary School Principals (NASSP) introduced *Breaking Ranks*, an approach to changing outcomes for students in secondary education by looking at the how we work across the grade span.
- What does all this mean for transition under IDEA?

Cradle to College and Career: Our New Windows on Transition



Bridging Disciplines in AZ

- Reconceptualizing the role of occupational therapy across the lifespan
- Making school and community connections
- Bridging EC services to school aged services
- Redefining the OT role in transition
- Bringing awareness of OT in adult services

AOTA.....

Occupational Therapy Role in Transitions

Occupational Therapy Practitioners have unique training and education to support:

- Academic and non-academic outcomes
- Response to Intervention
- Successful student transition to life roles
- Quality employment
- Independent living skills

Occupational Therapy Practitioners have expertise in:

- Role assessments
- Client centered activity analysis
- Adaptations
- Accommodations



Pilot Proposal.....

Goal of Pilot between AOTA, ~~new~~ ArizOTA, ADE and PUSD:

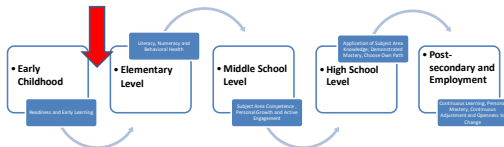
To further define and expand the role of therapists in Secondary Education Transition Services and Planning

Themes:

- Establish and maintain national, state, and local connections/collaboration.
- Expand understanding of essential elements and best practices in high school transition services and planning.
- Define and communicate the unique role of occupational therapy practitioners and the skill set they bring to this process.
- Collaborate with school teams including teachers and other related service providers.



Cradle to College and Career: Our New Windows on Transition

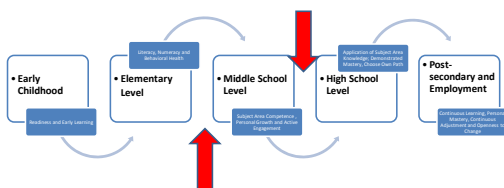


An Early Start on Transition In Virginia

<http://www.imdetermined.org/>



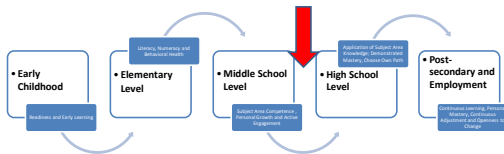
Cradle to College and Career: Our New Windows on Transition



Engaging Students in Indiana

- Drive of your Life (Indiana Youth Institute)
<http://www.driveofyourlife.org/>

Cradle to College and Career: Our New Windows on Transition



Focus on 9th Grade : The National High School Center

- Early Warning Systems
<http://www.betterhighschools.org/ews.asp>

Transitions are important; Every transition!

- Early academic, social and emotional skill development sets the stage. Self determination starts here.
- Every year is a transition...but the ninth grade year is critical!
- Focusing at transition points gives us a new way to think about *Transition under IDEA*
 - Going beyond the mandates in the law at age 16
 - Thinking about transition as a developmental process
 - Learning how *Cradle to College and Career* will change general education and provide new opportunities for all youth
 - Using transition provisions in IDEA to provide additional services and supports to youth with unique needs
 - Defining successful transitions at every age!
